

THE SELF CONCEPT OF SIXTH FORM AND  
FIRST YEAR UNIVERSITY STUDENTS

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## ABSTRACT

This study investigates the relationships of the cognitive and the affective components of self concept with three variables namely, sex, race, and academic level, and their interactions. Academic Self Concept, the cognitive component, was measured by the Brookover Self Concept of Ability Scale while Self Esteem and its five subscales, the affective component, was measured by the Tennessee Self Concept Scale.

The sample consisted of 120 subjects which was equally divided into University and Sixth Form groups. Each of these was further divided into groups of Malays and Chinese, each of which was in turn subdivided into groups of males and females.

The findings included the followings:-

- (a) No significant sex differences were found in any of the components of the Self Concept studied.
- (b) Significant race differences in Social Self were found for the Sample with the Chinese scoring higher than the Malays.
- (c) Significant race differences in Academic Self Concept were found for the Sixth Formers only, with the Chinese scoring higher than the Malays.
- (d) Significant academic level differences in Family Self were found for the Sample with the University group scoring higher than the Sixth Formers.
- (e) Sex and race interacted significantly to affect scores in Physical Self for the Sixth Formers only.

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Analysis of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables with Academic Level and Race as Factors

Analysis of Variance using Self Esteem, its five subscales and Academic Self Concept as Dependent Variables with Academic Level and Sex as Factors



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## What is the Self Concept?

Several behavioral scientists have put forward their views regarding the self. Jersild (1962) considered the self to be "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is." To James (1902), a person's self is the "sum total of all

## CHAPTER I

### INTRODUCTION

This introductory chapter consists of the following sections: the purpose of the study; the various views put forward on the various definitions of the Self Concept; the importance of the Self Concept in Psychology; and the practical implications of the study.

#### The Purpose of the Study

Basically, the study is concerned with the Self Concept. The assumption of the study is that the Self Concept is multidimensional. The study is interested in only two of the many components of the Self Concept, the cognitive and affective components. The cognitive component labelled as 'Academic Self Concept' and the affective component labelled as 'Self Esteem' are found to represent different aspects of the Self Concept as Chiam (1976) reported little overlap ( $r = .27$ ) between them.

The influence of three variables, sex, race and academic level, and their interactions are studied in relation to each of the cognitive and affective dimensions of the Self Concept. The purpose of the study is to determine if variations in sex, race, and academic level are related to variations in Self Esteem and Academic Self Concept.



### What is the Self Concept?

Several behavioral scientists have put forward their views regarding the self. Jersild (1952) considered the self to be "a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is." To James (1902), a person's self is the "sum total of all that he calls his." It is a distinctive "centre of experience and significance" (Howie, 1945). Murphy (1947) calls the self "the individual as known to the individual."

According to Sullivan (1947), the self is the "custodian of awareness", the thing about a person which has awareness and a lertness, which notices what goes on especially on its own field. Mead (1934) called the self a perceiver as well as a thing perceived. It is described as the "nucleus of personality" (Lecky, 1945).

Each individual is said to have developed a large number of perceptions which he has differentiated as descriptive of the self he calls 'I' or 'me'. These are called the concepts of self. However, the Self Concept only "includes those perceptions about self which are most important to the individual himself" (Combs and Snygg, 1959). They form the particular concepts of self which are the most fundamental aspects of one's whole self. To the individual these perceptions will form the 'he' at all times and all places and is very resistant to change. According to Combs and Snygg (1959), the self concept is "the self no matter what". The loss of this very essence of the 'me' will be regarded as 'personal destruction'.

Reimy, V.C. who first defined the Self Concept in 1943, said:



"the self concept is the more or less organised perceptual object resulting from present and past self observation.... it is what a person believes about himself. The self concept is the map which each person consults in order to understand himself especially during moments of crisis or choice."

### The Importance of Self Concept in Psychology

Psychologists have found the self concept to be a useful construct for studying individuals because it represents the most stable, developmentally important and characteristic self perceptions of the individual. The self concept is also important in man's effort to understand himself. The self concept has a long history in the development of the human race. To Horrocks and Jackson (1972, p.4), "no language, modern or classical, primitive or sophisticated, has not included the words 'I', 'me', 'myself' and 'mine' or their equivalents".

As early as 1890, James in his 'Principles' had devoted a chapter to self and since then several behavioral scientists such as Allport (1937), Rogers (1947) and Hilgard (1949) have presented their views on the self concept. Besides psychologists, sociologists, psychiatrists, theologians, philosophers, educators and anthropologists have also increasingly considered the self concept to be a kind of central construct for the understanding of people and their behavior. To the psychologists, the self concept can be taken to represent a close approximation of the personality of the individual and thus can be used to achieve an accurate prediction of the individual's behavior under a wide variety of situations.

Today, the self concept has become a subject of enormous research contributing to their low self-regard. Based on the factors found, the authorities concerned should then embark on educational programmes



and there are more articles on the 'Self Concept' being published now than in any previous period in the history of psychology. Wylie (1961) noted that "all theories of personality which have been put forth within the last two decades, assign importance to a phenomenal and/or nonphenomenal self concept with cognitive and motivational attributes".

Gorden and Gergen (1968) also noted that "the self has figured prominently in theory and research on social control, economic behavior, social deviance, personal aspirations, psychological development, interpersonal attraction, social influence, psychopathology and psychotherapy".

The significance of the self concept of an individual is seen from the fact that it is pervasive throughout the individual's behavior and is a product of emotions, motivation and the intellect. Fitts (1971) pointed out that,

"the self concept is the frame of reference through which an individual interacts with his world. The self concept is a powerful influence in human behavior. We can never completely understand another person's actions or perfectly predict his behavior out knowledge of his self concept can advance such understanding and prediction."

(Fitts, 1971, p.3)

### Significance of the Study

The self concept is frequently applied to educational programmes. It is possible that differences in self concept among individuals may influence their differences in academic motivation. Thus, schools and other institutes of higher learning ought to identify those students with derogatory self esteem and consider what are the factors that may be contributing to their low self-regard. Basing on the factors found, the authorities concerned should then embark on educational programmes



that will improve the self esteem of the students. The reason for improving an individual's self esteem is that his success and happiness is based heavily on his evaluation and acceptance of himself.

Lecky (1945) pointed out that "a person's behavior expresses an effort to maintain the integrity, unity, and inner consistency of the personality system which has as its nucleus the individual's evaluation of himself". In view of this, an individual who has self-made academic predictions will be most likely to follow them closely and they may develop inappropriate and ineffective study habits and attitudes. Thus, student counsellors or other personnel working closely with students ought to have a knowledge of the students' self concept and seek to help those who have followed their deceiving self concept.

The student facing problems of adjustment in new environments may face problems of assimilating and integrating new experiences concerning his own limitations, resources and his relationship with himself and with others. These will affect his self esteem. Combs and Snygg (1949) said that an individual "wherever he is, whatever he does, the maintenance and enhancement of this self is the prime objective of his existence". In the light of this, an individual who is facing problems of adjustment, may go to extreme lengths to defend his self and this may result in the development of defences such as the projection of grievances and hostility on to others. Such may be the case with the freshmen in university and the counsellors who deal with the students. If the counsellors possess a knowledge of the students' self concept, they may be able to help the students to adjust better to the environment.



Sex differences may also be found in Self Esteem and Academic Self Concept. If sex differences do appear this can be explained by the differential treatments accorded to boys and girls and the emphasis placed on higher academic achievement among boys since they are usually assigned the role of husband, father and chief provider of family income.

Race differences in Self Esteem and Academic Self Concept, if found, may be attributed to the fact that the self is very much a product of culture. The milieu in which an individual moves is so much a part of his experiences that it alone stands above other experiences to determine the nature of the concepts of self developed by each of its members.

separate headings namely, Self Concept and Academic Achievement; Self Concept and Race; Self Concept and Sex.

#### Self Concept and Academic Achievement

Theorists such as Snyder and Janes (1939) and Rogers (1951) have viewed the self concept as central to man's behavior. Increasing use of the self concept formulation in educational theory and practice is a result of findings that have reported a significant relationship between self concept and academic achievement. Some researchers such as Bruck and Seidlin (1962) have stipulated that deficiency in self esteem may be a significant determinant of underachievement. Differences in academic motivation could be partly attributed to differences in self concept.

Cookerly (1969), for instance, found a positive relationship between self concept and academic achievement. In his study, 102 fifth and sixth grade children of 10 to 11 years of age were administered the Self Esteem Inventory to measure their Self Esteem. The Low Achieve

## CHAPTER II

### REVIEW OF RESEARCH LITERATURE

#### Introduction

Since the present study is concerned with two aspects of the self concept, Self Esteem and Academic Self Concept, and the effects of three variables (namely sex, race and academic level) on them, it would be desirable to review the relevant research literature on Self Concept under three separate headings namely, Self Concept and Academic Achievement; Self Concept and Race; Self Concept and Sex.

#### Self Concept and Academic Achievement

Theorists such as Snygg and Combs (1959) and Rogers (1951) have viewed the self concept as central to man's behavior. Increasing use of the self concept formulation in educational theory and practice is a result of findings that have reported a significant relationship between self concept and academic achievement. Some researchers such as Bruck and Bodwin (1962) have stipulated that deficiency in self esteem may be a significant determinant of underachievement. Differences in academic motivation could be partly attributed to differences in self concept.

Coopersmith (1959), for instance, found a positive relationship between self concept and academic achievement. In his study, 102 fifth and sixth grade children of 10 to 12 years of age were administered the Self Esteem Inventory to measure their Self Esteem. The Iowa Achieve-



ment Test score was used to determine each child's academic ability.

Significant correlations ( $r = 0.36$ ,  $p < 0.01$ ) were obtained between Self Esteem and Achievement. Coopersmith (1959) stated that "in the light of strong cultural pressures toward academic achievement, scholastic success and failure may be presumed to influence Self Esteem."

In a related study by Williams and Cole (1968), the subjects were 60 sixth grade students from a small urban school and 20 from a rural school. The Tennessee Self Concept Scale was used to measure self esteem; the California Short-Form Test of Mental Maturity was used to measure intellectual ability; and the Reading and Arithmetic sections of the California Achievement Test Battery were used to measure reading achievement and mathematical achievement respectively.

A significant correlation of 0.31 was obtained between Self Concept and Mental Ability. The analysis also revealed a correlation of 0.31 between Self Concept and Reading Achievement, and a correlation of 0.33 between Self Concept and Mathematical Achievement. The researchers suggested that Self Esteem may be one of the major determinants of an individual's academic success.

Brookover, Thomas and Paterson (1964) stated that a student's self concept consists of several segments one of which is the Self Concept of Ability. One of the hypothesis the study tested was whether the Self Concept of Ability was significantly and positively related to the academic performance of students. Using a sample of 1050 seventh grade students in an urban school system they measured the subjects Self Concept of Ability with the Self Concept of Ability Scale. They measured the Self



Concept of Ability in general and in four specific school subject areas.

The Grade-Point Average (GPA) in the four subjects was used as an index of academic performance.

Even with IQ controlled, they found that Self Concept and Grade-Point Average remain significantly and positively correlated. This research again demonstrates that the Self Concept can be an important factor in academic performance.

Stotland, et al. (1957) conducted a study to examine the effect of a specific level of achievement upon an individual's evaluations of his performance when the achievement is relative to the individual's stabilized expectations about himself as represented by his Self Esteem. The subjects included were 175 male undergraduates from the University of Michigan. The measure of Self Esteem was modeled after an instrument used by Cohen (1953). The subjects with high and low Self Esteem were made either to fail or succeed on particular tasks during the study.

No significant differences were found among the low and high Self Esteem subjects in any of the experimental conditions. Although the events in the experiment did not change the subject's Self Esteem to a significant degree, it was found that the amount of the individual's Self Esteem affected evaluation of performance when the person failed but not when he succeeded. Among the subjects who failed on the task, those with high Self Esteem evaluated their performance higher than those with low Self Esteem. Among the subjects who succeeded, those with high Self Esteem evaluated their performance higher than those with low Self Esteem. All other variables being constant. Among the persons who succeeded, there was a tendency for both high and low Self Esteem subjects to rate their performance higher than those who were high in Self Esteem were not at all different from persons low in Self Esteem in their self-ratings which they assigned to their achievement.



Silverman (1964) predicted that high self esteem individuals were generally more responsive to self-enhancing stimuli while the low self esteem individuals were more responsive to stimuli that devalue the self. According to Stotland and Hillmer (1962), "low self esteem persons can only assimilate information relating to themselves which is consistent with their general self concept."

Silverman (1964) conducted an investigation based on the prediction above and he hypothesized an interaction effect between the level of self esteem and experimental conditions of success and failure upon a measure of responsiveness to these conditions. The sample consisted of 105 freshmen and sophomores, three-quarters of whom were males. The modified Janis and Field Self Rating Inventory was used to measure self esteem. The subjects of both the failure and success treatment groups were administered the same 22-item quiz dealing with certain contemporary affairs. For the failure condition, the score was set above the second standard deviation unit. The score for the success condition was set below the second deviation unit. The measure of responsiveness towards induced failure and success was the extent of improvement in the subject's performance between the administration of the quiz before and after a brief controlled interval.

Results from this study supported the hypothesis that high esteem students would be more responsive to success than failure while low esteem students would show the opposite pattern of effects. There appears to be a tendency for both high and low Self Esteem subjects to limit their cognitive input to information which is congruent to their self-image.

The results of the findings showed that the Academic Self Concept



Boshier (1972) conducted a study to test the hypothesis that "changes relating just to the experimental task are unlikely to change global self regard, and involve a differential responsiveness on the part of high and low self esteem subjects to stimuli which are devaluing."

In this study, a meaningful academic failure experience was the independent variable. The sample consisted of 66 second year psychology students who were divided into the experimental and control groups. The Bills Index of Adjustment and Values was used for measuring the global self regard. The results showed no change in global self-regard in response to a drastic academic failure experience. High and low Self Esteem failure subjects did not differ significantly in their response to the experimental treatment.

So far, the studies that have been reviewed are studies on the Self Concept conducted in the United States. The only Malaysian study on Self Concept is that by Chiam (1976). This study investigated the relationship between the cognitive and affective components of Self Concept, and the relationships between these two components with a number of selected variables such as academic achievement, sex, IQ and evaluations of significant others.

The sample consisted of 507 Form Four students and the instruments used were the Brookover Scale of Ability for measuring Academic Self Concept and the Tennessee Self Concept Scale for measuring Self Esteem. The variable, academic achievement, was measured by the aggregate of the grade points of the best five subjects obtained in the Lower Certificate of Education Examination.

The results of the findings showed that the Academic Self Concept



correlate significant with Academic Achievement ( $r = 0.47$ ) whereas the correlation of Self Esteem with Achievement was non-significant ( $r = 0.02$ ). The results of the entire study showed that cognitive variables correlate significantly with Academic Self Concept while the affective variables correlate significantly with Self Esteem. These findings indicate that the correlates of Self Concept are specific in nature; the findings are thus in agreement with those of Brookover, et al. (1964).

In general, the studies reviewed in this section show that Self Concept and academic achievement do correlate positively with each other. Studies by Coopersmith (1959), and Williams and Cole (1968) found the two to be significantly correlated. Studies by Brookover et al. (1964) and Chiam (1976) on the other hand, have revealed that the Self Concept is multidimensional and that academic achievement is significantly and positively correlated with only the Self Concept of Ability. Studies by Stotland (1957) and Boshier (1972) showed that global self-regard did not change when the subjects were subjected to drastic academic failure. This would support the findings of Chiam (1976) and Brookover et al. (1964) who regarded academic success or failure to be significantly correlated to one aspect of Self Concept (that is the Academic Self Concept) and not necessarily to the global measure.

#### Self Concept and Race Differences

In the present research,, the races selected for study were the Malays and the Chinese. Due to the absence of research carried out in Malaysia on Self Concept and Race Differences, the review of literature would be on those studies conducted in the United States. For the most part, subjects showed minimal structural integration over the duration of the studies on race differences have been carried out on black-white study whereas whites showed a progressive increase in their structural differences.



Carpenter and Busse (1969) in a study on the differences in the development of Self Concept between blacks and whites compared small samples of black and white low socioeconomic status first graders ( $n=40$ ) with comparable fifth graders ( $n=40$ ). A nonverbal self-rating instrument composed of seven bipolar dimensions considered important in Self Concept was used and the children were asked to rate themselves on a five-point scale. Using a series of Mann-Whitney U Tests the results of the findings showed no significant overall differences between the black and white children. The results also showed that Negro children did not become increasingly more negative in their Self Concept from first to fifth grade as do white children of equivalent social status.

Hauser (1970) conducted an extensive study of a small sample of black and white lower socioeconomic class high school boys in a northern urban community. He studied them for a period of over three years using psychiatric interviews, a series of projective tests and an annually administered Q-sort. The Q-sort was used to elicit self, ideal self, ideal son to mother, ideal son to father, self in the eyes of friends, past self, future self, present self and social self. He was interested in correlations within a year and between years and in both structural integrity and temporal stability of self image.

Consistent and distinct differences emerged between the identity development of black and white subjects. Several nonparametric statistical tests were used including the Mann-Whitney U Test, the Wilcoxon Test for Change and the Sign Test. Compared to whites, blacks had high and unchanging intrayear correlations and interyear correlations. Black subjects showed minimal structural integration over the duration of the study whereas whites showed a progressive increase in their structural



integration values.

The conclusion drawn by the author was that the blacks' pattern typified negative Self Concept while the whites' pattern was one of progressive identity formation.

Williams and Byars (1969) also investigated the Self Esteem of black adolescents in seven communities in the process of desegregation. They used the Tennessee Self Concept Scale to assess Self Esteem. This scale was standardized on blacks ( $n=135$ ) and whites ( $n=176$ ) of both sexes representing all social, economic, educational and intellectual levels. The black and white students were drawn from rural and small urban communities and the blacks attended either segregated or desegregated schools. They were selected from the senior high school level. The results showed a significant difference in Self Esteem between black and white subjects. There were, however, no differences between blacks attending integrated and segregated schools. On twelve of seventeen basic Self Esteem dimensions, the combined black groups scored below the whites with moral-ethical, personal and social dimensions yielding significantly lower scores for the blacks. The blacks scored higher than whites on physical self. There were no significant differences between the groups on family self. It was also found that the blacks scored two standard deviations higher than the normative mean on assessment of conflict, contradiction and confusion.

Guggenheim (1969) questioned the generally held view that black students tend to have low Self Esteem. He studied the relationships between Self Esteem, achievement and achievement expectations of black and white school children. Using the Draw-A-Person Test, ten Semantic



Differential Scales and a nonverbal achievement test he found that black students tend to have higher discrepancies between their actual achievement and achievement expectation. Analysis of variance failed to support the hypothesis of a difference between high and low Self Esteem children in the congruence between their actual achievement and expectation for achievement. He also found no overall differences in expectations between blacks and whites nor between high and low Self Esteem pupils. Black students' expectations followed a constant downward trend over the trials whereas the whites' expectations rose and then dropped after the second trial.

Guggenheim concluded that many disadvantaged black children encountered school problems which centred around low achievement rather than low Self Esteem.

Wyllie and Hutchins (1967) attempted to study a particular component of Self Concept, that is, Self Estimates of Schoolwork Ability. A sample of 4,245 black and white students in grades seven through twelve was tested to determine sex and racial differences in Self Estimate of Ability. The investigators considered their findings applicable only to blacks in the lower socioeconomic levels attending northern integrated schools. They found no support for the commonly stated assumption that blacks' expressed self-estimates were lower than whites. It was found that there were apparent discrepancies between the black students' perception of their present aims and achievement and their more optimistic views of their predicted college ability level and future attainments. Generally, the blacks and whites showed marked tendencies toward self-over-estimation of scholastic ability.



In summary, the studies reviewed in this subsection were all American studies using black and white samples. The various studies yielded different results. The results either showed no racial differences in self concept or indicated racial differences with the blacks having a lower Self Concept than the whites.

Studies such as Williams and Byars (1969) and Hauser (1970) yielded results that showed the blacks to have different self evaluations from the whites. It may be possible that cultural or class differences between the blacks and the whites rather than race differences per se that have influenced the differences in self evaluations. On the other hand, studies by Carpenter and Busse (1969) and Wylie and Hutchins (1967) have revealed no differences in self concept between blacks and whites. However, these studies used only samples of young children. The age factor of the samples may have influenced the results of the studies. Young children may not have developed different self concept until they grow older and become better integrated into their respective cultural groups.

#### Self Concept and Sex Differences

Since the present study was interested in sex differences, it would be necessary to review the literature on studies conducted in this area of research.

Many studies have been carried out to find out if girls generally have lower self esteem than boys. The study by Jacobson et al. (1969) found no sex differences where self esteem is concerned. In this study, 276 subjects between ages 18 and 21 were tested. These subjects were asked two Questions, one of which would pertain to expectancy of success



and the other to the level of aspiration. The Self Esteem was defined as the discrepancy between the levels of aspiration and expectancy of success.

Carpenter and Buss (1969) also found sex differences in Self Esteem. Coopersmith (1959) asked 87 boys and girls of 10 to 12 years to complete a 50-item Self Esteem Inventory. In this study again no sex differences were revealed in the Self Esteem Inventory.

The same self-report inventory was used again in another study by Coopersmith (1967) and no sex differences were found although the size of the sample was as large as 1,748 of 10 and 11 year olds.

Koenig's (1966) study consisted of 40 college students who were asked to talk about their academic work. They were then reinforced for either positive or negative self-statements. Before and after the interview task, the subjects completed the Test Anxiety and General Anxiety Scales. Pretask scores were subtracted from posttask scores to yield a Difference (D) score for each subject. The study found no sex differences in either the frequency of verbalization of positive, negative or ambiguous self-statements, or for the D scores.

Nisbett and Gordon (1967) also found no sex differences in the Self Esteem of boys and girls who were asked to complete two self esteem measures and an intelligence test.

So far, the studies reviewed showed practically no sex differences in the Self Esteem of males and females. Both rated themselves to have equally positive or negative self-images.

However, other studies have shown that sex differences do exist in Self Esteem. Freyberg and Shapiro (1966) for instance, found academic



achievement and Self Concept to be influenced by sex with more girls showing elements of positive self-image at various age levels. (1975, p.159)

pointed out that "since the Carlson adjectives are all couched in positive, socially desirable terms, it is not possible to differentiate Concept among the Negroes with boys having a higher Self Concept than girls." (1975, p.159)

Chiam (1976) administered the Tennessee Self Concept Scale to 307 In the study by Berger (1968), 149 males and 149 females in college boys and girls of 16-years-old in West Malaysia. The results of the were administered the Janis and Field Feelings of Inadequacy Scale. The study indicated that sex differences emerged in Self Esteem, Personal data of this study indicated that males and females evaluate their self Self, Social Self, and Academic Self Concept. Boys were found to have differently. For the females, the more certain they are that others like significantly higher Self Esteem, Personal Self, Social Self, and Academic Self Concept than girls. Chiam interpreted these differences in argued that the females were more likely to derive their self-evaluations from social certainty while the males require a more general area for expectations of the society. Generally, boys were given more preference self-evaluation.

Carlson and Levy (1968) used the Carlson Adjective Checklist to determine the personal and social dimensions of the Self Esteem. The study showed that men were found to be more personally oriented and women to be more socially oriented. However, in another study in 1970, the same experimenters found no sex differences in the self ratings of men and women on the Carlson Checklist. In summary, the studies reviewed above have reported conflicting findings among them. Five of the studies for example Cooper-Smith (1959),

Carlson (1971) administered the adjective checklist to 37 males and 39 females and the results indicated that a greater number of women than men checked interpersonal adjectives (such as friendly, persuasive) more frequently than individualistic adjectives (such as ambitious and idealistic).

Although the few studies cited above used the Carlson Adjective Concept may not be different for both males and females but if different



Checklist and indicated some differences in the way in which the two sexes viewed themselves, nevertheless, as Maccoby and Jacklin (1975,p.159) pointed out that "since the Carlson adjectives are all couched in positive, socially desirable terms, it is not possible to differentiate positive from negative self-images with this scale."

Chiam (1976) administered the Tennessee Self Concept Scale to 507 boys and girls of 16-years-old in West Malaysia. The results of the study indicated that sex differences emerged in Self Esteem, Personal Self, Social Self, and Academic Self Concept. Boys were found to have significantly higher Self Esteem, Personal Self, Social Self, and Academic Self Concept than girls. Chiam interpreted these differences in terms of cultural roles assigned to the different sexes and the expectations of the society. Generally, boys were given more preference by the parents in Malaysia and they were accorded higher status and value than girls. Differences in Academic Self Concept was explained in terms of differences in Academic Achievement between boys and girls, with boys having higher Academic Achievement thus higher Academic Self Concept than girls.

In summary, the studies reviewed above have reported conflicting findings among them. Five of the studies for example Coopersmith (1959), Coopersmith (1967), and Nisbett and Gordon (1967) showed practically no sex differences in the Self Concept. On the other hand, several other studies like Chiam (1976), Carlson and Levy (1968), and Berger (1968) indicated that sex differences occurred in the way males and females evaluate their selves. The studies that showed no sex differences had taken the Self Concept as a global measure. Taken as a whole, Self Concept may not be different for both males and females but if different



aspects of Self Concept were measured sex differences may appear as Chiam's (1976) study showed.

### Conclusion

The above subsections of this chapter have been concerned with the review of studies that touch on three variables that influence Self Concept. In general, Self Concept and Academic Achievement have been found to be positively correlated; that blacks and whites do differ in their self evaluations; and that boys and girls also show differences in their Self Concepts.

Since the majority of the studies were carried out in the United States, how would the findings apply to the Malaysian context? In the case of academic achievement and the development of Self Esteem, the two may still be positively correlated when tested on Malaysian samples since there are strong cultural pressures towards academic achievement. Scholastic failure or success can influence the differential development of Self Concept.

As for sex differences and Self Concept formation, Chiam (1976) found boys to possess higher Self Esteem than girls. According to Chiam, the differential treatment accorded to boys and girls by society may have influenced the different self evaluations on certain aspects of Self Esteem, that is, personal and social aspects. The studies on racial differences and Self Concept formation conducted in the United States reflect not only race but also class and cultural differences. It is not possible to compare Negro-White differences in Self Concept formation with the Malaysians' because there are socio-cultural differences between the two countries.

in the study were from the Faculty of Arts and Social Science in the University of Malaya and Sixth Form Arts classes of two schools. The number of respondents for each subgroup is 15. The design is summarised in Table 3.1.

### CHAPTER III

#### METHOD

##### NUMBER OF SUBJECTS IN THE STUDY BY SEX, RACE

The fieldwork for the present study was conducted in two parts. The first half of the research was carried out in Penang during the University of Malaya's long vacation where the testing was given to 60 Sixth Form subjects of two National Type Secondary Schools having Sixth Form coeducational classes. The second half of the research was conducted in the University of Malaya during the first term of the academic year of 1977. The testing was given to 60 subjects from both the First Year Introductory Psychology class and the Seventh Residential College.

#### Design of Study

In this study, 120 subjects were tested on Self Esteem and Academic Self Concept. Subjects were equally divided into university and school groups, each of which was further subdivided into two racial groups (Malays and Chinese). Each of these groups was in turn divided equally into groups of males and females. Effects of sex, race and academic level, and their interactions on the various subgroups were studied.

The original intention was to include Indians as subjects in the study but due to lack of sizeable numbers of Indians in the various subgroups it was not possible to include them. The students included



in the study were from the Faculty of Arts and Social Science in the University of Malaya and Sixth Form Arts classes of two schools. The number of respondents for each subgroup is 15. The design is summarised in Table 3.1.

TABLE 3.1

NUMBER OF SUBJECTS IN THE STUDY BY SEX, RACE  
AND ACADEMIC LEVEL

Sixth Form Students				University Students			
Malays		Chinese		Malays		Chinese	
Males	Females	Males	Females	Males	Females	Males	Females
n=15	n=15	n=15	n=15	n=15	n=15	n=15	n=15

### Sample Selection

Since the study was designed to include university students and the universities are coeducational, the decision was taken to include only Sixth Formers from coeducational schools for purposes of comparison.

The Sixth Form subjects were chosen from the Upper Sixth Form classes instead of the Lower Sixth Form classes. This was because, at the time the research was carried out (mid-April), the Lower Sixth students were not settled in their newly formed classes as yet. Moreover, the Upper Six students were regarded as the better of the two for comparison with the university students. These Upper Six students were preparing for the Higher School Certificate Examinations

which will determine their chances of entering the university later. On the other hand, the first year Arts students in the University of Malaya were the students who had already entered into the university as a result of passing their Higher School Certificate of Examinations. Two schools were selected as their total number of Upper Six Arts students with regard to sex and race was sufficient for the selection of respondents needed.

Since the questionnaires used in this study were in English, only schools with English as the medium of instruction were considered. In the case of the university students, only those who had attended secondary schools with English as the medium of instruction were selected. School A, where the respondents were randomly selected,

the respondents from School B were selected on a voluntary basis. For present purposes, the two schools included in the study shall be referred to as School A and School B.

### The School Sample

Information obtained from the two schools' registers revealed that each of the two schools had three Upper Six Arts classes and the population of students was sufficient for drawing a randomly selected sample needed for the study.

This study originally intended to include Science students but due to lack of pupils in the Science classes for certain subgroups, for example Malay girls (only one from both schools), only the Arts students were selected instead.

The potential pool of Arts subjects from which the final school sample was selected is summarised in Table 3.2



TABLE 3.2

THE POTENTIAL POOL OF ARTS SUBJECTS FROM  
SCHOOL A AND SCHOOL B

	Malays		Chinese		Indians		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
School A	20	3	27	45	2	1	49	49
School B	17	15	24	31	1	1	42	47

Due to the shortage of Malay girls in School A, all three girls were selected as respondents. The remaining Malay girls had to be randomly selected from School B.

Unlike School A, where the respondents were randomly selected, the respondents from School B were selected on a voluntary basis. This was unavoidable because the author was only allowed to test during certain times of a specified day when the Sixth Form classes were having their free study times. In School B, it was possible to get volunteers from all the three available classes to participate in the study. Thus, the differences in sample selection in the two school should be borne in mind when interpreting the data.

The total number of respondents selected from the two schools was 60 with 15 for each subgroup (that is, Malay boys and girls, Chinese boys and girls). As far as possible, almost equal numbers of respondents were selected from each school for each of the subgroups. However, more Malay girls had to be selected from School B. The number of selected respondents from each school is summarised in Table 3.3.

TABLE 3.3

SIXTH FORM SUBJECTS INCLUDED IN THE STUDY BY  
SCHOOL, SEX AND RACE (IN NUMBERS)

School	Malays		Chinese		Total
	Boys	Girls	Boys	Girls	
A	8	3	8	8	27
B	7	12	7	7	33
Total	15	15	15	15	60

### The University Sample

The university sample was selected from the First Year Introductory Psychology class in the Department of Anthropology and Sociology, Faculty of Arts and Social Science, and from the Seventh Residential College in the University of Malaya. Since this study is one that touches on a psychological aspect of human behavior, it would be better to select the Introductory Psychology class which is also doing a related course of study and thus may be more interested in such a research. The Seventh Residential College was chosen because the author had been able to obtain names of the First Year students from the register at a much earlier occasion and moreover, the acquaintance of a few undergraduates made it easier to recruit volunteers.

Since the scales administered were in English, only those students who were from an English-medium schooling background were included in the study. Of those who satisfied the language medium criterion, they were selected randomly according to sex and race.



The number of respondents selected is summarised in Table 3.4 .

TABLE 3.4

TOTAL NUMBER OF UNIVERSITY SUBJECTS SELECTED FROM  
INTRODUCTORY PSYCHOLOGY CLASS BY SEX AND RACE

University Students	Malays		Chinese		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Psychology class	15	12	12	10	27	22

As the number of respondents needed for each subgroup was 15, it was necessary to make up for the lack of Malay girls, Chinese girls and Chinese boys. It was thus necessary to obtain volunteers from the Seventh Residential College who were also First Year Arts students. The total number of subjects in the university sample is summarised in Table 3.5

TABLE 3.5

UNIVERSITY SUBJECTS INCLUDED IN THE BY  
SEX AND RACE

University	Malays		Chinese		Total
	Boys	Girls	Boys	Girls	
Psychology class	15	12	12	10	49
Seventh College	0	3	3	5	11
Total	15	15	15	15	60



## Instrumentation

Two instruments were used in this study to measure the cognitive and affective dimensions of the Self Concept. The Tennessee Self Concept Scale was used to determine Self Esteem while the Brookover Self Concept of Ability Scale provided a measurement of Academic Self Concept. The modified versions of both the above instruments by Chiam (1976) for use with a Malaysian sample was used in the present study.

### The Tennessee Self Concept Scale (TSCS)

The Tennessee Self Concept Scale consists of 100 self-descriptive statements and a subject responds to it by rating each statement on a five-point scale that ranges from 'completely true' to 'completely false'. This Scale is a standardized objective scale that assesses various dimensions of self evaluation including the Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self. On the whole, the Scale is concerned with a general measurement of the Self Esteem with the breakdown of the Self Esteem into five different sub-scales each yielding separate subscores.

The first ninety statements in the Scale measure the physical, moral-ethical, personal, family and social aspects of the Self Esteem. The total positive score for all the ninety statements will form the general Self Esteem score. The five subscores together with the overall total positive score represent an internal frame of reference with which the individual describes himself. The other ten items of the Scale constitute the Self Criticism Score measuring the degree of self defensiveness. However, this study would not take into consideration these items of the Scale and so would not be measuring the self



defensiveness of the subjects.

The 90-item of the Scale are divided into three categories constituting the internal frame of reference:

- 1) Identity Self
- 2) Judging Self
- 3) Behavioral Self

The statements are also divided into five columns constituting the external frame of reference:

- a) Physical Self: items pertaining to physical attributes, sexuality, state of health, and appearance.
- b) Moral-Ethical Self: items dealing with moral, ethical and religious aspects of the self.
- c) Personal Self: items describing personal worth or adequacy, self-respect and self confidence.
- d) Family Self: items describing the nature of an individual's relationship with his primary group and his sense of adequacy as a family member.
- e) Social Self: items dealing with one's sense of adequacy or worth in relationships with people in general.

Chiam (1976) modified the original Tennessee Self Concept Scale to suit our Malaysian students' understanding. This same modified Scale was used for the present research. Chiam (1976) found the Scale to have construct validity. Each of the subscales was found to represent a separate aspect of Self Esteem.

#### The Brookover Self Concept of Ability Scale (SCA)

The Brookover Scale was devised by Brookover and his associates in 1964 as a measure of the individual's perception of his academic

ability. This Scale was used in this study to measure the Academic Self Concept of the subjects. The Scale consists of eight multiple choice items and a subject responds to each item on a five-point scale. Values of one to five are given to the responses with the higher self evaluation response gaining higher values. The total score is the overall Academic Self Concept of each respondent.

The modified version of the Scale by Chiam (1976) was used in the present study. However, further modifications were necessary for purposes of the present study. Two different sets of the modified Scale were formed - one for the Sixth Formers, and the other for the University students.

Modifications such as 'school ability' was replaced by 'academic ability', 'Fourth Formers' by 'Sixth Formers', and 'First Year Arts students' were made. The two sets of the modified Scale were kept as similar as possible so as to render a fair comparison of the Academic Self Concept for the two groups of subjects.

### Data Collection

The Scales used in the present study were administered by the author herself. The same procedure was conducted when administering the tests to both the schools' and university's samples. On all the occasions when the respondents were given the tests, the author introduced herself to the subjects as a final year student from the Department of Anthropology and Sociology, University of Malaya. She then explained the purpose of the study, after which the Scales were distributed and instructions were given as to how they should respond to the items. The subjects were also given the assurance that what-



ever information obtained would be kept in the strictest confidence. The author also stressed that none of the items be omitted and urged the students to answer honestly. On each occasion, the subjects were administered the tests in the absence of the teachers or lecturers.

#### Conclusion

On average, the time taken by the subjects to respond to the two tests ranged from 15 to 30 minutes.

Certain differences in the collection of the data existed between the school and university samples. The randomly selected respondents of School A were given the tests on two different occasions on the same day. The subjects were administered the Scales in a classroom. On the other hand, the subjects from School B were selected on a voluntary basis. From each of the three classes, volunteers were obtained and they answered the questionnaires on three different occasions on the same day. This was also carried out in a classroom.

The tests were administered to subjects of both schools on two separate days.

Subjects from the university were administered the tests on three separate occasions. Subjects selected from the Introductory Psychology class were given the tests inside a lecture hall immediately after their lecture. Those who were unable to remain behind during this time were tested on another occasion on the same day.

It was necessary to make up for the lack of respondents from the Psychology class by getting volunteers from the Seventh Residential College. The Malay and Chinese girls required as respondents were selected from the register of the College and were approached indivi-

dually by the author in their rooms. These girls willingly volunteered to respond to the tests. Two Chinese boys from the College also volunteered to answer the questionnaires.

### Conclusion

The chapter above described the method of the research. In the procedure of the research, certain limitations to the study arise and thus the interpretation of the data ought to be viewed in the light of these setbacks. With regard to the understanding of the questionnaires, there may be a possibility that some of the students might have had some difficulty in understanding certain of the items.

Experimenter bias might be a limitation in this study. It would have been ideal to have had investigators of different races and sex to test the subjects of the same race and sex as the investigators. However, practical and time limitations did not permit different investigators to be conducting the research, as a result it was not possible to avoid the experimenter bias problem. The presence of a female Chinese investigator may have affected the subjects in their responding to the items truthfully.

On the question of rapport, generally this was achieved between the author and the subjects. Subjects did willingly participated in the testing procedure.

Therefore, the results obtained in this study should be considered in the light of the limitations cited.

The data were submitted to a two-way analysis of variance using a 2x2 analysis of variance design (fixed effects model for equal cell



## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter consists of two main sections: the presentation of the results of the study followed by a discussion of the results. In the present study, the Tennessee Self Concept Scale and the Brookover Self Concept of Ability Scale were administered to a Sample of 120 subjects. Half of the Sample ( $N=60$ ) were university students; the other half ( $N=60$ ) were Sixth Formers. Each of these subgroups was equally divided into two racial groups (Malays and Chinese) with each of these groups further subdivided into groups of males and females.

#### I. RESULTS

##### Analyses of Variance using the Components of Self Concept as Dependent Variables with Sex, Race, and Academic Level as Factors

In this study, the effects of sex (male and female), race (Malay and Chinese), and academic level (Sixth Formers and University students) upon the components of Self Concept were investigated. The dependent variables employed in these analyses were Self Esteem and its five subscales (Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self), and Academic Self Concept.

The data were submitted to a two-way analysis of variance using a 2x2 analysis of variance design (fixed effects model for equal cell

frequencies). Separate 2x2 analyses of variance were carried out for:

- a) the Sample (N=120) with sex groups combined, using academic level and race as factors.
- b) the Sample (N=120) with race groups combined, using academic level and sex as factors.
- c) the Sample (N=120) with academic level groups combined, using race and sex as factors.
- d) the subsample of Sixth Formers (N=60) using sex and race as factors.
- e) the subsample of university students (N=60) using sex and race as factors.

Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables with Academic Level and Race as Factors

An inspection of Tables 4.1 to 4.6 indicate that significant academic level differences ( $p < 0.05$ ) were found in Family Self with the University students achieving higher scores than the Sixth Formers (Table 4.2). Significant race differences ( $p < 0.05$ ) were found in Social Self with the Chinese scoring significantly higher than the Malays (Table 4.6).

Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables for the Sixth Formers

No significant race or academic level differences were found in Self Esteem, Physical Self, Moral-Ethical Self, and Personal Self.

Table 4.7 also showed no significant race or academic differences in Academic Self Concept.

Although there were no significant main effect differences, sex and race did interact significantly ( $p < 0.05$ ) to effect scores on Physical Self (Table 4.23).



Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables with Academic Level and Sex as Factors

From Tables 4.8 to 4.14 it is seen that significant academic level differences ( $p < 0.05$ ) were found in Family Self with the University group scoring significantly higher than the Sixth Formers (Table 4.12). No significant sex or academic level differences were found in Self Esteem, Physical Self, Moral-Ethical Self, Personal Self, Social Self, and Academic Self Concept.

Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables with Sex and Race as Factors

An inspection of Tables 4.15 through to 4.21 reveals that significant race differences ( $p < 0.05$ ) in Social Self were found with the Chinese obtaining significantly higher scores than the Malays (Table 4.20). No significant differences were found in Self Esteem, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Academic Self Concept.

Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables for the Sixth Formers

These analyses used sex and race as factors. Tables 4.22 to 4.28 indicate no significant differences between the two racial groups and the two sex groups on Self Esteem and its five subscales (Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self). Although there were no significant main effect differences, sex and race did interact significantly ( $p < 0.05$ ) to affect scores on Physical Self (Table 4.23).

Table 4.28 indicates that significant race differences ( $p < 0.05$ ) emerged in Academic Self Concept with the Chinese obtaining higher scores than the Malays.

Analyses of Variance using Self Esteem, its five subscales, and Academic Self Concept as Dependent Variables for the University Students

The factors used in these analyses are sex and race. Tables 4.29 to 4.35 indicate no significant sex or race differences in Self Esteem, Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self, and Academic Self Concept.

To summarize, the results of this study indicate only a few significant findings. For the Sample ( $N=120$ ), the Chinese were found to score significantly higher than the Malays on Social Self. The University students achieved significantly higher scores than the Sixth Formers on Family Self. For the Sixth Formers, sex and race were found to interact significantly to affect scores on Physical Self. Among the Sixth Formers, the Chinese were found to score significantly higher than the Malays on Academic Self Concept. This was not so, however, in the case of the University students.

Source	Total SS	df	MS	F	P
A (Academic level)	1.41	1	1.41	0.03	...
B (Race)	114.07	1	114.07	2.76	...
AB	0.08	1	0.08	0.01	...
Within Groups	5872.43	116	50.62		



TABLE 4.1

ANALYSIS OF VARIANCE OF SELF ESTEEM FOR THE SAMPLE (N=120)  
WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	2167.5	1	2167.5	1.14	...
B (Race)	1153.2	1	1153.2	0.61	...
AB	45.63	1	45.63	0.02	...
Within Groups	221032.34	116	1905.45		

TABLE 4.2

ANALYSIS OF VARIANCE OF PHYSICAL SELF FOR THE SAMPLE (N=120)  
WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	28.04	1	28.04	0.50	...
B (Race)	1.21	1	1.21	0.02	...
AB	17.62	1	17.62	0.31	...
Within Groups	6561.8	116	56.57		

TABLE 4.3

ANALYSIS OF VARIANCE OF MORAL-ETHICAL SELF FOR THE  
SAMPLE (N=120) WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	1.41	1	1.41	0.03	...
B (Race)	114.07	1	114.07	2.25	...
AB	0.68	1	0.68	0.01	...
Within Groups	5872.43	116	50.62		

TABLE 4.4

ANALYSIS OF VARIANCE OF PERSONAL SELF FOR THE SAMPLE(N=120)  
WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	102.68	1	102.68	1.78	...
B (Race)	8.01	1	8.01	0.14	...
AB	44.41	1	44.41	0.77	...
Within Groups	6704.50	116	57.80		

TABLE 4.5

ANALYSIS OF VARIANCE OF FAMILY SELF FOR THE SAMPLE(N=120)  
WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	320.13	1	320.13	5.51	<0.05
B (Race)	0.83	1	0.83	0.01	...
AB	80.04	1	80.04	1.38	...
Within Groups	6741.80	116	58.12		

TABLE 4.6

A ANALYSIS OF VARIANCE OF SOCIAL SELF FOR THE SAMPLE(N=120)  
WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	208.03	1	208.03	3.12	...
B (Race)	340.03	1	340.03	5.09	<0.05
AB	32.03	1	32.03	0.48	...
Within Groups	7738.27	116	66.71		



TABLE 4.7

ANALYSIS OF VARIANCE OF ACADEMIC SELF CONCEPT FOR  
THE SAMPLE (N=120) WITH SEX GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	53.33	1	53.33	2.99	...
B (Race)	58.8	1	58.8	3.30	...
AB	45.64	1	45.64	2.56	...
Within Groups	2065.93	116	17.81		

TABLE 4.8

ANALYSIS OF VARIANCE OF SELF ESTEEM FOR THE SAMPLE (N=120)  
WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	2167.5	1	2167.5	1.14	...
B (Sex)	4.8	1	4.8	0.002	...
AB	907.5	1	907.5	0.48	...
Within Groups	221318.87	116	1907.92		

TABLE 4.9

ANALYSIS OF VARIANCE OF PHYSICAL SELF FOR THE SAMPLE (N=120)  
WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	28.04	1	28.04	0.50	...
B (Sex)	0.54	1	0.54	0.01	...
AB	45.63	1	45.63	0.81	...
Within Groups	6534.47	116	56.33		

TABLE 4.10

ANALYSIS OF VARIANCE OF MORAL-ETHICAL SELF FOR THE  
SAMPLE (N=120) WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	1.41	1	1.41	0.03	...
B (Sex)	3.67	1	3.67	0.07	...
AB	72.08	1	72.08	1.41	...
Within Groups	5911.43	116	50.96		

TABLE 4.11

ANALYSIS OF VARIANCE OF PERSONAL SELF FOR THE SAMPLE (N=120)  
WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	102.68	1	102.68	1.76	...
B (Sex)	0.68	1	0.68	0.01	...
AB	4.41	1	4.41	0.08	...
Within Groups	6751.83	116	58.21		

TABLE 4.12

ANALYSIS OF VARIANCE OF FAMILY SELF FOR THE SAMPLE (N=120)  
WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	320.13	1	320.13	5.52	<0.05
B (Sex)	4.03	1	4.03	0.07	...
AB	93.64	1	93.64	1.62	...
Within Groups	6725.00	116	57.97		



TABLE 4.13

ANALYSIS OF VARIANCE OF SOCIAL SELF FOR THE SAMPLE(N=120)  
WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	208.03	1	208.03	2.98	...
B (Sex)	2.70	1	2.70	0.04	...
AB	9.63	1	9.63	0.14	...
Within Groups	8098.00	116	69.81		

TABLE 4.14

ANALYSIS OF VARIANCE OF ACADEMIC SELF CONCEPT FOR THE  
SAMPLE (N=120) WITH RACE GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Academic level)	53.33	1	53.33	2.87	...
B (Sex)	4.80	1	4.80	0.26	...
AB	7.50	1	7.50	0.40	...
Within Groups	2158.07	116	18.60		

TABLE 4.15

ANALYSIS OF VARIANCE OF SELF ESTEEM FOR THE SAMPLE(N=120)  
WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	4.8	1	4.8	0.003	...
B (Race)	1153.2	1	1153.2	0.60	...
AB	13.33	1	13.33	0.01	...
Within Groups	223227.34	116	1924.37		

TABLE 4.16

ANALYSIS OF VARIANCE OF PHYSICAL SELF FOR THE SAMPLE (N=120)  
WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	0.54	1	0.54	0.01	...
B (Race)	1.21	1	1.21	0.02	...
AB	128.13	1	128.13	2.29	...
Within Groups	6478.80	116	55.85		

TABLE 4.17

ANALYSIS OF VARIANCE OF MORAL-ETHICAL SELF FOR THE (N=120)  
SAMPLE (N=120) WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	3.67	1	3.67	0.07	...
B (Race)	114.07	1	114.07	2.25	...
AB	0.01	1	0.01	0.00	...
Within Groups	5870.83	116	50.61		

TABLE 4.18

ANALYSIS OF VARIANCE OF PERSONAL SELF FOR THE SAMPLE (N=120)  
WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	0.68	1	0.68	0.01	...
B (Race)	8.01	1	8.01	0.14	...
AB	81.68	1	81.68	1.40	...
Within Groups	6769.23	116	58.36		



TABLE 4.19

ANALYSIS OF VARIANCE OF FAMILY SELF FOR THE SAMPLE (N=120)  
WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	4.03	1	4.03	0.07	...
B (Race)	0.83	1	0.83	0.01	...
AB	6.53	1	6.53	0.11	...
Within Groups	7131.40	116	61.48		

TABLE 4.20

ANALYSIS OF VARIANCE OF SOCIAL SELF FOR THE SAMPLE (N=120)  
WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	2.70	1	2.70	0.04	...
B (Race)	340.03	1	340.03	4.95	<0.05
AB	1.63	1	1.63	0.02	...
Within Groups	7974.00	116	68.74		

TABLE 4.21

ANALYSIS OF VARIANCE OF ACADEMIC SELF CONCEPT FOR THE  
SAMPLE (N=120) WITH ACADEMIC LEVEL GROUPS COMBINED

Source	Total SS	df	MS	F	P
A (Sex)	4.8	1	4.8	0.26	...
B (Race)	58.8	1	58.8	3.18	...
AB	14.7	1	14.7	0.79	...
Within Groups	2145.4	116	18.49		

TABLE 4.22

ANALYSIS OF VARIANCE OF SELF ESTEEM FOR SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A ( Sex)	522.15	1	522.15	0.53	...
B (Race)	370.02	1	370.02	0.38	...
AB	673.35	1	673.35	0.69	...
Within Groups	54883.07	56	980.05		

TABLE 4.23

ANALYSIS OF VARIANCE OF PHYSICAL SELF FOR SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	28.01	1	28.01	0.41	...
B (Race)	4.81	1	4.81	0.07	...
AB	277.35	1	277.35	4.05	<0.05
Within Groups	3836.80	56	68.51		

TABLE 4.24

ANALYSIS OF VARIANCE OF MORAL-ETHICAL SELF FOR  
SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	54.15	1	54.15	1.16	...
B (Race)	66.15	1	66.15	1.41	...
AB	0.15	1	0.15	0.003	...
Within Groups	2624.13	56	46.86		



TABLE 4.25

ANALYSIS OF VARIANCE OF PERSONAL SELF FOR SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	0.82	1	0.82	0.01	...
B (Race)	7.35	1	7.35	0.10	...
AB	28.02	1	28.02	0.39	...
Within Groups	4060.00	56	72.50		

TABLE 4.26

ANALYSIS OF VARIANCE OF FAMILY SELF FOR SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	68.27	1	68.27	1.05	...
B (Race)	48.60	1	48.60	0.75	...
AB	48.60	1	48.60	0.75	...
Within Groups	3633.47	56	64.88		

TABLE 4.27

ANALYSIS OF VARIANCE OF SOCIAL SELF FOR SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	1.07	1	1.07	0.02	...
B (Race)	81.66	1	81.66	1.35	...
AB	64.07	1	64.07	1.06	...
Within Groups	3382.13	56	60.40		

TABLE 4.28

ANALYSIS OF VARIANCE OF ACADEMIC SELF CONCEPT FOR  
SIXTH FORMERS (N=60)

Source	Total SS	df	MS	F	p
A (Sex)	0.15	1	0.15	0.01	...
B (Race)	104.02	1	104.02	4.26	0.05
AB	6.02	1	6.02	0.25	...
Within Groups	1368.00	56	24.43		

TABLE 4.29

ANALYSIS OF VARIANCE OF SELF ESTEEM FOR UNIVERSITY  
STUDENTS (N=60)

Source	Total SS	df	MS	F	p
A (Sex)	390.20	1	390.20	0.13	...
B (Race)	828.83	1	828.83	0.28	...
AB	431.97	1	431.97	0.15	...
Within Groups	164131.60	56	2930.92		

TABLE 4.30

ANALYSIS OF VARIANCE OF PHYSICAL SELF FOR UNIVERSITY  
STUDENTS (N=60)

Source	Total SS	df	MS	F	p
A (Sex)	18.15	1	18.15	0.42	...
B (Race)	14.02	1	14.02	0.33	...
AB	0.41	1	0.41	0.01	...
Within Groups	2401.07	56	42.88		



TABLE 4.31

ANALYSIS OF VARIANCE OF MORAL-ETHICAL SELF FOR  
UNIVERSITY STUDENTS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	21.6	1	21.6	0.38	...
B (Race)	48.6	1	48.6	0.86	...
AB	0.27	1	0.27	0.01	...
Within Groups	3172.13	56	56.65		

TABLE 4.32

ANALYSIS OF VARIANCE OF PERSONAL SELF FOR UNIVERSIT Y  
STUDENTS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	4.26	1	4.26	0.09	...
B (Race)	45.06	1	45.06	0.99	...
AB	56.07	1	56.07	1.23	...
Within Groups	2555.33	56	45.63		

TABLE 4.33

ANALYSIS OF VARIANCE OF FAMILY SELF FOR UNIVERSITY  
STUDENTS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	29.40	1	29.40	0.56	...
B (Race)	32.26	1	32.26	0.61	...
AB	11.27	1	11.27	0.21	...
Within Groups	2950.80	56	52.69		

## II. DISCUSSION

TABLE 4.34

## ANALYSIS OF VARIANCE OF SOCIAL SELF FOR UNIVERSITY

STUDENTS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	11.27	1	11.27	0.15	...
B (Race)	298.40	1	298.40	3.89	...
AB	96.26	1	96.26	1.29	...
Within Groups	4183.47	56	74.70		

TABLE 4.35

## ANALYSIS OF VARIANCE OF ACADEMIC SELF CONCEPT FOR

UNIVERSITY STUDENTS (N=60)

Source	Total SS	df	MS	F	P
A (Sex)	12.15	1	12.15	1.01	...
B (Race)	0.42	1	0.42	0.03	...
AB	8.82	1	8.82	0.74	...
Within Groups	670.80	56	11.98		

The homogeneity of the sample of Sixth Formers and University students may have contributed to these insignificant findings. The present sample of subjects are more homogenous as compared to the Fourth Formers studied by Chiam (1975); indeed of the three, University students would by far be the most homogenous.

From the Educational Statistics of Malaysia (1973) (Table 4.36) it can be seen that as the school level increases, the percentage of boys and girls attending schools decreases. By the time they reach



## II. DISCUSSION

The effects of sex, race, and academic level and the interactions among them are discussed under the following sections: sex effects on the components of Self Concept; race effects on the components of Self Concept; academic level effects on the components of Self Concept; and interaction effects on the components of Self Concept.

### Sex Effects on the Components of Self Concept

The components of Self Concept studied in the present research are Self Esteem and its five subscales (i.e. Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self), and Academic Self Concept.

In this study, no significant sex differences were found on any of the above components of Self Concept for the Sixth Formers, for the University students, and for the two groups combined. These findings are inconsistent with those of Chiam (1976), who found Fourth Form boys to score significantly higher on Self Esteem, Personal Self, and Social Self than their female counterparts.

The homogeneity of the sample of Sixth Formers and University students may have contributed to these insignificant findings. The present sample of subjects are more homogenous as compared to the Fourth Formers studied by Chiam (1976); indeed of the three, University students would by far be the most homogenous.

From the Educational Statistics of Malaysia (1973) (Table 4.36) it can be seen that as the school level increases, the percentage of boys and girls attending schools decreases. By the time they reach

TABLE 4.36

PERCENTAGE OF AGE-GROUPS ENROLLED IN ASSISTED SCHOOLS/  
INSTITUTIONS BY LEVEL OF EDUCATION, 1973

School level	Age-Group	Male	Female	Male & Female
Primary Education	6+ to 11+	92.4%	88.9%	90.6%
Lower Secondary Education	12+ to 14+	71.5%	55.0%	63.4%
Upper Secondary Education (a)	15+ to 16+	30.5%	21.9%	26.3%
Post Secondary Education (b)	17+ to 18+	7.0%	4.5%	5.8%
University level Education (c)	19+ to 24+	1.9%	0.8%	1.3%

(a) All assisted schools, technical institutes and vocational schools.

(b) All Sixth Form classes in assisted schools and technical schools, Teacher Training Institutions, MARA Institute of Technology (Diploma Course), Ungku Omar Polytechnic, Tunku Abdul Rahman College and Kolej Islam.

(c) University of Malaya, Universiti Sains Malaysia, Universiti Kebangsaan, Universiti Pertanian, MARA Institute of Technology (Professional Course), Institut Teknologi Kebangsaan.

SOURCE: Educational Statistics of Malaysia, 1973 (p.4, Table 1)



Post Secondary education and University level education only 5.8% and 1.3% respectively continue their education out of the total population of boys and girls of these particular age-groups. These small percentages thus, reflect the the homogeneity of the students as they are much more highly selected than at the lower levels of education. Moreover, the Statistics also reflect sex differences at the different levels of education. Girls tend to be more highly selected than boys as they move up the academic ladder and this is so especially at the University level where there are more boys than girls.

Unlike Chiam's (1976) study, where girls in the Fourth Form were found to have lower Self Esteem, Personal Self and Social Self than the boys, the girls in the present study were found not to be significantly different from the boys in any of the components of Self Concept. This may be attributable to the fact that girls in Sixth Form and University tend to be far more highly selected as compared to the Fourth Formers.

However, the sample (N=507) in Chiam's (1976) study was considerably larger than the present sample of 120 subjects. Thus, differences in findings between the two studies may in part reflect sample size differences.

#### Race Effects on the Components of Self Concept

Significant race differences in Social Self were found for the combined sample of Sixth Formers and University students but not for Sixth Formers or University students individually. In the case of



significant race differences, Chinese were found to score significantly higher than the Malays. Social Self reflects the individual's perception of his sense of adequacy and worth in his social interaction with other people in general. It is his self perception in relation to others.

Malays and Chinese are different in several ways and the differences between them reflect cultural differences, differences in values and tradition, sociocultural differences, religious differences as well as urban-rural differences. Chinese have been traditionally more dominant in urban areas in Malaysia while the Malays have traditionally been largely rural. Differences in Social Self between the Malays and Chinese may in part be attributable to urban-rural differences between them. The Chinese urbanites may have more opportunities for mixing socially than the Malays who may have come from largely rural, conservative home backgrounds. The latter tend to have less chances in mixing socially and the amount of social interactions they have may be restricted especially to those people known by the family. As a result of the differences in their opportunities to interact socially with people in general, the Malays and Chinese may tend to exhibit differences in perception of their sense of adequacy in their social interactions with other people.

Significant race differences were also found in Academic Self Concept for the Sixth Formers only, with the Chinese Sixth Formers scoring significantly higher than their Malay counterparts. However, race did not have any significant effects in the case of the University undergraduates. The Academic Self Concept depicts the



individual's perception of his academic ability.

The different attitudes towards secular education by the Malays and Chinese may have contributed to the differences in their perception of academic ability. For the Chinese, secular education and scholarship have for long been highly valued, and competition has been much emphasised. The link between formal education and personal economic success has always been realised. The stereotyping of Chinese to have a keener sense of competition, to be achievement oriented, industrious and ambitious may have contributed to the Chinese perceiving themselves to be academically more able than their classmates and thus may judge their work to be good.

The attitude of the Malays towards secular education especially among the rural folks may be attributable to the greater emphasis placed on religious education. Although, Malay participation in higher secular education may be increasing tremendously today especially in the urban areas, there may however, be a possibility that they do not place so much stress on competition and ambition as do the Chinese.

Although, the Chinese Sixth Formers were found to score significantly higher on Academic Self Concept than their Malay counterparts, no significant differences between the two races were found among the University undergraduates. These findings may, as a result, reflect the greater homogeneity of the students at the university level. Unlike Sixth Formers, University students are even more highly selected. As seen from Table 4.36, the percentage of students in Sixth Form is much higher than in university. Thus, the homogeneity of students in



university may contribute to the insignificant findings in Academic Self Concept. Furthermore, different findings between the Sixth Form group and the University group in the Academic Self Concept may be due ~~to the fact that~~ the sample size being small and the greater possibility of sample bias.

### Interaction Effects on the Components of Self Concept

#### Academic Level Effects on the Components of Self Concept

The only significant academic level differences were found in Family for the Sample, with the University group scoring significantly higher than the Sixth Formers.

The Family Self reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates. Items to which the subjects responded include 'I am an important person to my friends and family', 'I am a member of a happy family' and 'I am too sensitive to things my family say'.

The fact that the University group scored higher than the Sixth Formers may be due to the differential residential patterns of the two groups. There is greater likelihood that University students stay away from their homes when they study in the university. However, this may not be the case for the Sixth Formers who are more likely to be living with their families in their own hometowns. The undergraduates' absence from their families may have contributed to their perception of a higher Family Self. These university students may perceive themselves highly on such items as 'I take a real interest in my family', 'I am satisfied with my family relation-



ships', and 'I have a family that would help me in any kind of trouble'. These may reflect the statement 'absence makes the heart grow fonder', and being further away from home, their families may seem most attractive to these university students.

### Interaction Effects on the Components of Self Concept

In the present study, race and sex interacted significantly to affect scores on Physical Self among the Sixth Formers. Race and sex did not, however, interact significantly to affect Physical Self in the case of the University students, nor for the Sample as a whole. As can be seen in Figure 4.1, the Malay Sixth Form boys were found to score higher on Physical Self than the Chinese boys whereas the Chinese girls were found to score higher on Physical Self than the Malay girls. Furthermore, sex differences were greater for the Chinese than for the Malays; that is, the difference in means between the Chinese girls and boys is much greater than that between the Malay boys and girls.

The Physical Self depicts the individual's perception of his body, his state of health, physical appearance and skills.

No explanation, however, is attempted here with regard to the interaction effects of race and sex on Physical Self. This is due to the fact that no firm conclusions can be drawn from the present findings as the interaction effects may be result of the peculiarity of the sample presently used, the effect of small sample size of 120 subjects and the possibility of bias in sample selection, or it may be due to real effects. It is thus evident that further research

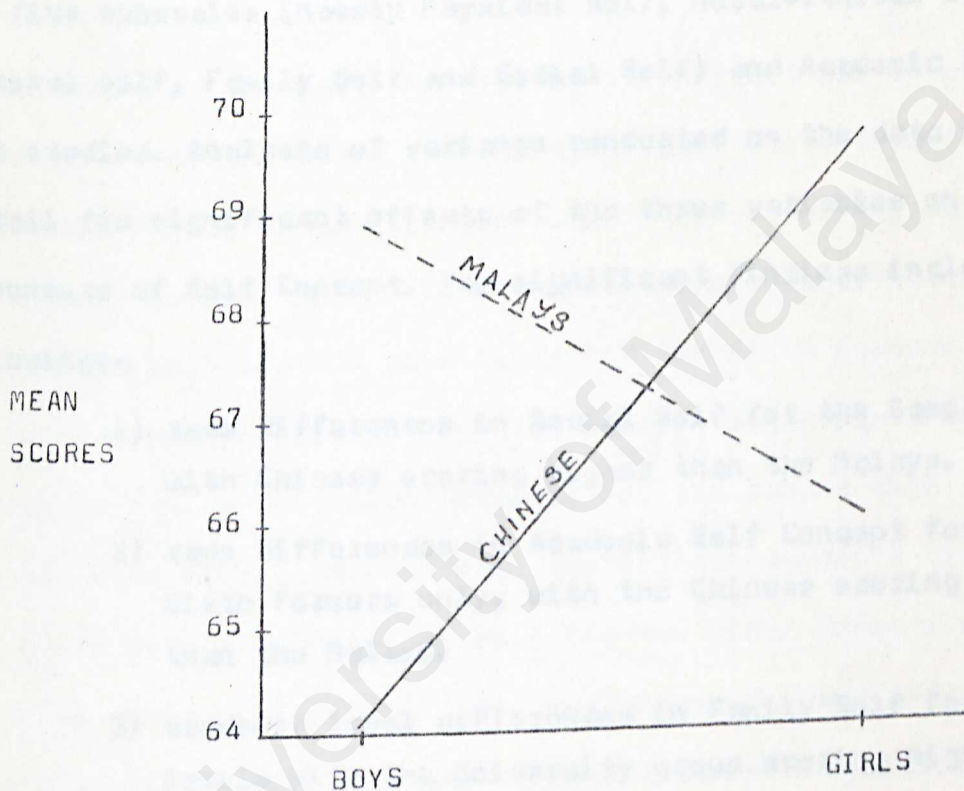


FIGURE 4.1

INTERACTION BETWEEN SEX AND RACE IN PHYSICAL SELF  
FOR SIXTH FORMERS ONLY (N=60)



has to be conducted using similar but larger samples in order to provide stronger basis for obtaining the results.

### Conclusion

The effects of sex, race, and academic level on Self Esteem and its five subscales (namely Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self) and Academic Self Concept were studied. Analyses of variance conducted on the data showed up overall few significant effects of the three variables on the components of Self Concept. The significant findings included the following:-

- 1) race differences in Social Self for the Sample(N=120), with Chinese scoring higher than the Malays.
- 2) race differences in Academic Self Concept for the Sixth Formers only, with the Chinese scoring higher than the Malays.
- 3) academic level differences in Family Self for the Sample with the University group scoring higher than the Sixth Form group.
- 4) sex x race interaction in Physical Self for the Sixth Formers only.

It is worth noting that no sex differences were found in any of the measures used.

The overall lack of significant differences in the present study may reflect the small sample size of 120 subjects. Moreover, there is also the possibility of selection bias in this study in view of the fact that subjects included in this study were selected from only two schools in Penang as well as from only one class of First Year

Undergraduates. This trend may also be attributable to the greater homogeneity of Sixth Formers and University students studied.



## CHAPTER V

## CONCLUSION

As noted in the last chapter, no significant sex effects were

found on any of the seven components of Self Concept studied. Significant race effects on Social Self were obtained for the Sample with the Chinese scoring higher than the Malays, and significant race effects on Academic Self Concept were found for the Sixth Formers only with the Chinese scoring higher than the Malays. Significant academic level effects on Family Self were obtained for the Sample with the University students scoring higher than the Sixth Formers. A significant race x sex effect on Physical Self for the Sixth Formers was also found. No other significant race, sex academic level effects or interactions were found on the various components of Self Concept.

The non-significant sex effects on Self Esteem and its five subscales, and Academic Self Concept may reflect the greater homogeneity of the sample used in the present study. The significant race effects on Social Self for the Sample may, as noted previously, reflect cultural and urban-rural differences between the Chinese and The Malays. The Malays may have stronger rural roots and are more conservative and restricted in their social mixing than the Chinese urbanites. The stereotyping of the Chinese as industrious, competitive and ambitious may have contributed to the Chinese subjects



perceiving themselves to be more able academically as compared to the Malays. However, the fact that significant race effects emerged on Academic Self Concept for the subsample of Sixth Formers and not for the University group suggests that the latter may be even more homogenous than the former, and Academic Self Concept with boys

scoring higher than girls in each case. Although, Chian's study and the present study were conducted in a Malaysian setting, the Self with the University students scoring higher than the Sixth Formers may reflect the possibility of differential residential patterns of the two groups. Although no data are available regarding the samples used, Chian's (1976) study included only Fourth Formers whereas Sixth Formers and University undergraduates were used in the present study. Available statistics mentioned earlier have shown the home towns of the students in the two groups, it is not unreasonable to assume that University students are more likely to be studying away from their homes as compared with the Sixth Formers. That the percentage of students in the Fourth form to be very much higher than those in the Sixth form or University. As a result, As noted previously, the case of "absence makes the heart grow fonder" may be operating here. The absence of the University students from their families may have affected their perception of their Family Self. Such were highly selected and therefore more homogenous as expected to be less different among themselves than in the case of

As noted previously, no explanation has been given regarding the significant interaction effect between sex and race on Physical Self for only the Sixth Formers and not for the University students. This is due to the fact that no strong conclusions can be drawn from the findings as the interaction effects may be due to the peculiarity of the sample used, the small sample size, the possibility of selection bias, or it could be real effects. Thus, it is evident that further research has to be carried out in order to draw firm conclusions. The present findings with regard to sex differences are, however, consistent with those of other studies conducted in the United States (eg. Cooper-Smith (1959), Miesott and Gordon (1967), Koenig (1966)) from the findings.

in showing no significant sex differences in Self Concept. However,

most of the studies conducted in the United States used a global



The present study provides no evidence of sex differences in Self Esteem (or any of its five subscales) and in Academic Self Concept. The present findings are not consistent with those of Chiam (1976) who reported sex differences in general Self Esteem, Personal Self, Social Self and Academic Self Concept with boys scoring higher than girls in each case. Although, Chiam's study and the present study were conducted in a Malaysian setting, the discrepancy in results obtained may be due to differences in the samples used. Chiam's (1976) study included only Fourth Formers whereas Sixth Formers and University undergraduates were used in the present study. Available statistics mentioned earlier have shown that the percentage of students in the Fourth Form to be very much higher than those in the Sixth Form or University. As a result, Fourth Formers may be expected to be more heterogeneous than the other two groups studied. Students in the higher academic levels being much more highly selected and therefore more homogeneous may be expected to be less different among themselves than in the case of students in the lower levels. In the light of this, it is perhaps not surprising that the use of two different types of samples yielded conflicting results. Moreover, the sample size may also affect the differences because the present sample consists of only 120 subjects and there is always the possibility of selection bias.

The present findings with regard to sex differences are, however, consistent with those of other studies conducted in the United States (eg. Coopersmith (1959), Nisbett and Gordon (1967), Koenig (1966)) in showing no significant sex differences in Self Concept. However, most of the studies conducted in the United States used a global



measure of the Self Concept whereas the present study used two different measures of Self Concept that is, the Self Esteem (as measured by five subscales) and Academic Self Concept. If the American studies had also investigated certain dimensions of the Self Concept, there is a greater possibility for comparison between the studies. Nevertheless, in comparing studies conducted in Malaysia with those conducted in the United States, it should be borne in mind that sociocultural and sociopolitical differences between the two countries could also contribute to differential perceptions of Self Concept among boys and girls.

Since, to date, there are no published Malaysian studies on Self Concept which investigate race as an independent variable, it is not possible to compare the findings of the present study with those of other Malaysian studies. Studies on race differences in Self Concept have, for the most part, been carried out in the United States, on black-white differences. However, American studies showing black-white differences (eg. Hauser(1970), William and Byars (1969) ) may reflect race as well as cultural and class differences. In view of ~~differences~~ sociopolitical and sociocultural differences between Malaysia and the United States, it would not be possible to directly compare black-white differences in Self Concept with Malay-Chinese differences.

#### Implications for Future Research

Although, the sample is small and there is no intention of generalizing the present findings to the population as a whole, nevertheless, interesting trends have been noted in the findings.



Yet, there are limitations to this study. Time and other practical considerations necessitated the exclusion of Indians in this study and as a result, only Chinese and Malays were used as participants in this research. It would be more interesting if in future research on the same area Indians and other ethnic groups are also included as respondents. This study was further limited by the fact that only students from two schools were chosen as subjects and furthermore, these schools were both from the same town. Thus, in order to obtain a more representative sample so that a more balanced picture can be obtained, future studies on Self Concept should look at various types of schools such as prestigious and non-prestigious, schools in urban as well as rural areas and schools representative of all classes. Financial limitations made it impossible to match racially the researcher and the participants. To ensure optimum rapport, future studies, where possible, should also match investigators and subjects on race and/or cultural grouping as there is evidence from various studies that the race of the experimenter may have an influence on subjects' performance. Although, evidence is not conclusive, social class and age differences in the experimenter may also affect the subjects' performance (refer to review by Sattler (1973)).

As stated earlier in Chapter 1, many theorists such as Combs and Snygg (1959), and Fitts (1971), have found the Self Concept to be an important and central construct in the understanding of man's behavior as well as in predicting his actions. With this in mind, it would be essential for counsellors and others who deal directly with students or with people having self-rejection problems to have a



knowledge of these individuals' Self Concept. This knowledge would enable the counsellors to help the individuals to adjust better to any difficult situations encountered. So, more studies in combination with surveys covering a much wider area of the Self Concept should be undertaken by interested people, students and intellectuals in the related fields of research.

3) The instruments used for testing in the present study had been administered to Fourth Formers, Sixth Formers and First Year University students. It would be much more appropriate for researchers interested in the related research field to extend the Tennessee Self Concept Scale and the Brookover Self Concept of Ability Scale to be used with a much wider population or to devise local test instruments suitable for use with the Malaysian population.

If better research designs and more careful procedures were used in future researches then better and more interesting comparative studies on the Self Concept can be conducted. Malaysia with its multi-racial society is particularly suited for cross-cultural research and thus, it is hoped that the present study will encourage more concrete and productive research on Self Concept among the different races to be conducted in the future.

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21. I am an honest person	23
23. I am a hard person	25
37. I am a cheerful person	37
39. I am a calm person	39
41. I am a nobody	41
55. I have a family that would always help me in any kind of trouble	55
57. I am a member of a happy family	57
59. My friends have no confidence in me	59
73. I am a friendly person	73
75. I am popular with boys	75
77. I am not interested in what other people do	77
91. I do not always tell the truth	91
93. I get angry sometimes	93

Response	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5



APPENDIX A

A SAMPLE OF THE ITEMS IN THE TENNESSEE  
SELF CONCEPT SCALE (MODIFIED)

	Item No.			
1. I have a healthy body .....	1			
3. I am an attractive person .....	3			
5. I consider myself an untidy person .....	5			
19. I am a decent sort of person .....	19			
21. I am an honest person .....	21			
23. I am a bad person .....	23			
37. I am a cheerful person .....	37			
39. I am a calm and easy going person .....	39			
41. I am a nobody .....	41			
55. I have a family that would always help me in any kind of trouble .....	55			
57. I am a member of a happy family .....	57			
59. My friends have no confidence in me .....	59			
73. I am a friendly person .....	73			
75. I am popular with boys .....	75			
77. I am not interested in what other people do .....	77			
91. I do not always tell the truth .....	91			
93. I get angry sometimes .....	93			
 Responses:    Completely false    Mostly false    Partly false and partly true    Mostly true    Completely true				
1	2	3	4	5

## APPENDIX B

BROOKOVER SELF CONCEPT OF ABILITY SCALE (MODIFIED  
FOR SIXTH FORM STUDENTS)

Name: .....

Sex: .....

Race: .....

Date: .....

**Instructions:** Read each question carefully and circle the letter in front of the statement which best answers each question.

1. How do you rate yourself in academic ability compared with your close friends?
  - A. I am the best.
  - B. I am above average.
  - C. I am average.
  - D. I am below average.
  - E. I am the poorest.
2. How do you rate yourself in academic ability compared with those in your class at school?
  - A. I am among the poorest.
  - B. I am below average.
  - C. I am average.
  - D. I am above average.
  - E. I am among the best.
3. Where do you think your position is among all the Sixth Formers in the school?
  - A. Among the best (top 10%).
  - B. Above average (top 11-40%).
  - C. Average (41-60%).
  - D. Below average (lower 61-80%).
  - E. Among the poorest (below 80%).



4. If your parents have enough money to support you, do you think you have the ability to complete university successfully?
- A. No.
  - B. Probably not.
  - C. Not sure.
  - D. Yes, probably.
  - E. Yes, definitely.
5. Disregarding financial problems, which is the highest level of education you think you are capable of finishing successfully?
- A. Doctoral Degree.
  - B. Masters Degree.
  - C. Bachelors Degree (with First Class Honours).
  - D. Bachelors Degree (with Second Class Honours).
  - E. Bachelors Degree (without Honours).
6. Where do you think your position would be in your class in Form Six?
- A. Among the poorest.
  - B. Below average.
  - C. Average.
  - D. Above average.
  - E. Among the best.
7. Forget how others judge your work. In your opinion how good are you in your work?
- A. My work is excellent.
  - B. My work is good.
  - C. My work is average.
  - D. My work is below average.
  - E. My work is poor.
8. What kind of grades do you think you are capable of getting for all the various school subjects?
- A. Mostly E's (Fail).
  - B. Mostly D's (Just Pass).
  - C. Mostly C's (Pass).
  - D. Mostly B's (Credit).
  - E. Mostly A's (Distinction).

## APPENDIX C

BROOKOVER SELF CONCEPT OF ABILITY SCALE  
(MODIFIED FOR UNIVERSITY STUDENTS)

Name: .....

Sex: .....

Race: .....

Date: .....

**Instructions:** Read each question carefully and circle the letter in front of the statement which best answers each question.

1. How do you rate yourself in academic ability compared with your close friends?

A. I am the best.  
B. I am above average.  
C. I am average.  
D. I am below average.  
E. I am the poorest.

2. How do you rate yourself in academic ability compared with those in your class at university?

A. I am among the poorest.  
B. I am below average.  
C. I am average.  
D. I am above average.  
E. I am among the best.

3. Where do you think your position is among all the First Year Arts students in the university?

A. Among the best (top 10%).  
B. Above average (top 11-40%).  
C. Average (41-60%).  
D. Below average (lower 61-80%).  
E. Among the poorest (below 80%).



4. If your parents have enough money to support you, do you think you have the ability to ~~complete~~ complete university successfully?

- A. No.
- B. Probably not.
- C. Not sure.
- D. Yes, probably.
- E. Yes, definitely.

5. Disregarding financial problems, which is the highest level of education you think you are capable of finishing successfully?

- A. Doctoral Degree
- B. Masters Degree
- C. Bachelors Degree (with First Class Honours)
- D. Bachelors Degree (with Second Class Honours)
- E. Bachelors Degree (without Honours)

6. Where do you think your position would be in your class in the university?

- A. Among the poorest.
- B. Below average.
- C. Average.
- D. Above average.
- E. Among the best.

7. Forget how others judge your work. In your opinion how good are you in your work?

- A. My work is excellent.
- B. My work is good.
- C. My work is average.
- D. My work is below average.
- E. My work is poor.

8. What kind of grades do you think you are capable of getting for all the various university courses?

- A. Mostly E's (Fail).
- B. Mostly D's (just Pass).
- C. Mostly C's (Pass).
- D. Mostly B's (Credit).
- E. Mostly A's (Distinction).